EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION

Capital Plaza Tower ● 500 Mero Street ● Frankfort, Kentucky 40601
Phone: (502) 564-4770 ● www.education.ky.gov

July 1, 2014

Glen Murphy, Superintendent
Cumberland County Schools
810 N. Main Street
P.O. Box 420
Burkesville, KY 42717

Dear Superintendent Murphy:

As we make changes to address the needs of our students, we encounter the walls of the past. One goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help remove those walls wherever possible and create opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement while closing gaps and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2013-14 school year, the Kentucky Department of Education (KDE) conducted monitoring in Cumberland County school district. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Alternative Programs
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education

Each program involved in the KSCM has an impact on our goal.

For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students career ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry.

The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the state, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or postsecondary education.

Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding but guidance on working with disadvantaged students.

Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a "snapshot" of the district taken during our visit. It begins with identifying "Effective Practices". These are practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as "Common Concerns". This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. Any suggested or required actions will be addressed by the specified programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program.
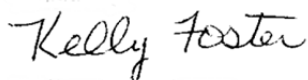
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state.

Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact Claude W. Christian by e-mail at claude.christian@education.ky.gov or by phone at (502) 564-3791. Information regarding education programs within the state of Kentucky may also be found at www.education.ky.gov.

Thank you for your work in improving Kentucky's education programs to better provide for our children.

Sincerely,

Kelly Foster

Kelly Foster, Ed.D.
Associate Commissioner
Office of Next Generation Schools and Districts

KF/CC/vb

KDE Consolidated Monitoring Report

District:	**Cumberland County**		
Date(s) of Visit:	April 22, 2014 - April 24, 2014		
Team Leads:			
Title I: Daniel Davison		IDEA: Laura McCullough	
Career and Technical Education: Kiley Whitaker		Alternative Programs: Tom Edgett	

Highlight of Effective Practice 1

Programs Addressed	Alternative Programs	X	Career and Technical Education		IDEA	
	Title I		Title II		Preschool	

Student Progress Monitoring
Cumberland County's alternative program does an excellent job of monitoring students' progress while they are in the alternative program.
Teachers monitor student progress quarterly, weekly, daily and in some cases on an hourly basis. The alternative program works with students individually to allow them to proceed at their own pace on curriculum. This includes feedback on all daily work and assessments to ensure students are progressing.
Student progress is recorded and monitored both electronically through Infinite Campus as well as in individual student/teacher folders.
Progress and goals are shared with student and parents on a regular basis as students work toward CCR, graduation or transitioning back into the A-1 school.
The program does not rely only on Infinite Campus for grades and the Parent Portal for monitoring grades. The program sends communications home with students on a weekly basis, even making phone calls when necessary to update parents on progress, behavior and attendance.

Common Issue 1

Programs Addressed	Alternative Programs		Career and Technical Education	X	IDEA	X
	Title I	X	Title II		Preschool	

Common Issue
Insufficient Documentation
Required documentation in some of the program areas was either missing, insufficient, missing key elements, lacking in detail and/or inaccurate.

Common Solution(s)/Reccomendation(s)
The district should develop and implement an official process for required documentation.

The following items could be part of a comprehensive plan for ensuring sufficient documentation:
• create a procedure for stakeholders to sign off on documentation
• implement a checklist of required documents and any required elements within a document
• annually review requirements for data elements and documentation with stakeholders
• regularly attend program-provided trainings |

Final Overview

Cumberland County school district faces some crucial decisions regarding how to best serve the interests of its students in the coming years. It is never an easy choice when deciding between purchasing technology, additional materials or programs that could greatly enhance student learning, or hiring additional staff to meet identified instructional needs. The hope is that each one of these critical decisions is made in an equitable manner with the best interests of all students in mind. Where possible, the needs of the disadvantaged should be given prime consideration in deciding how best to enhance student success.

We recognize Cumberland's focus and commitment to raise student achievement. We believe this vision will result in students making great gains in their college- and career-readiness.